DOCUMENT RESUME

ED 317 081 FL 018 436

AUTHOR Berney, Tomi D.; Schlau, Beth
TITLE E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
INSTITUTION New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE Jun 89
NOTE 19p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Attendance; *Bilingual Education Programs; *English (Second Language); *Film Production; Instructional Materials; *Limited English Speaking; Parent Participation; Program Evaluation; Secondary Education; Second Language Learning; Second Language Programs; Staff Development; *Student Developed Materials; *Videotape Recordings

ABSTRACT

The English-as-a-Second-Language (ESL) video recording project was designed to use student-produced videotape recordings to help 120 limited-English-speaking students learn to speak, read, and write English. Staff participated in a series of workshops on video program development and production techniques. Four classes developed video productions, and the parents of participating students assisted in prop construction. The program was evaluated through interviews with program personnel, classroom observation, and viewing of the resulting videos. The project met its staff development objective, but neither the instructional nor parent involvement objectives could be assessed. Program weaknesses include a late start and limited daily production time. Program strengths include stimulation of student creativity, confidence, and motivation, a positive effect on attendance in all courses, creation of a context in which all students could work together, and facilitation of ESL instruction. Recommendations for program improvement include administration of pre- and posttests of student language skills and addition of a video career component and related video editing equipment. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EVALUATION SECTION REPORT
John Schoener, Chief Administrator
June 1989

EVALUATION SECTION REPORT

E.S.L. VIDEO RECORDING PROJECT AT MARTIN LUTHER KING, JR. HIGH SCHOOL

Spring 1988

Prepared by
The Bilingual Education Evaluation Unit
Tomi D. Berney, Unit Manager
Beth Schlau, Evaluation Consultant

New York City Public Schools
Office of Research, Evaluation, and Assessment
Robert Tobias, Director

NEW YORK CITY BOARD OF EDUCATION

Robert F. Wagner, Jr.
President

Dr. Irene H. Impellizzeri
Vice President

Dr. Gwendolyn C. Baker
Amalia V. Betanzos
Dr. Stephen R. Franse
James F. Regan
Edward L. Sadowsky

Bernard Mecklowitz
Chancellor

Dr. Dolores M. Fernandez
Deputy Chancellor for Instruction and Development

Dr. Harvey Robins
Deputy Chancellor for Financial Affairs

Joseph J. Saccente
Chief Executive for Operations

Amy Linden
Chief Executive for School Facilities

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, national origin, age, handicapping condition, sexual orientation, or sex in its educational programs, activities, and employment policies, as required by law. Any person who believes he or she has been discriminated against should contact his or her Local Equal Opportunity Coordinator. Inquiries regarding compliance with appropriate laws, including Title IX and Section 504, may also be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201; or to the Director, Office of Civil Rights, United States Department of Education, 26 Federal Plaza, Room 33-130, New York, New York 10278.

5/22/89

E.S.L. VIDEO RECORDING PROJECT AT MARTIN LUTHER KING, JR. HIGH SCHOOL* SPRING 1988

SUMMARY

- The E.S.L. Video Recording Project was implemented at Martin Luther King, Jr. High School. During the spring of 1988, project staff participated in training workshops and project students developed videos.

- The project met its staff development objective but neither the instructional objectives nor the parental involvement objectives could be assessed.

The E.S.L. Video Recording Project at Martin Luther King, Jr. High School was funded by the New York State Education Department's Bureau of Bilingual Education. This was the first and only semester of funding. The program did not start until the end of March 1988 because of a delay in the release of monies by New York State. The aim of the program was to use student-produced videos to help 120 students of limited English proficiency (LEP) learn to speak, read, and write English.

The four E.S.L. teachers and two program coordinators attended a series of one-hour workshops on various aspects of video program development and production techniques. All four classes involved in the program developed video productions. Parents of participants assisted in prop construction for the videos.

OREA interviewed program personnel, including the two coordinators, four E.S.L. teachers, and the professional video consultant. It observed classes and watched all four of the student-produced videos. The program met its objective for staff development. Because of its late start, it was impossible to assess its objectives for the acquisition of speaking, reading, and writing skills, or for parental involvement.

The major weaknesses of the program were that it started late and that there was only one class period per day for video production instruction. Major strengths were that the project activities stimulated students' creativity, improved their confidence and motivation, had a positive effect on their attendance in all courses, created a context for those from different cultures to work together, and facilitated E.S.L. instruction.

---

*This summary is based on the final evaluation of the "E.S.L. Video Recording Project at Martin Luther King Jr. High School Spring 1988" prepared by the OREA Bilingual Education Evaluation Unit.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Conduct pre- and posttests of speaking, reading, and writing skills to make possible a comparison of student performance before and after project participation.

- Add a video career component, beginning with the addition of a second class period devoted to video production and, if funds permit, the acquisition of a video editing machine. This would provide students with a marketable skill as they learned English.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Participating Students	1
	Delivery of Services	2
	Materials and Resources	2
	Staff	2
	Setting	3
	Report Format	3
II.	EVALUATION METHODOLOGY	4
	Evaluation Questions	4
	Process/Implementation	4
	Outcome	4
	Evaluation Procedures	4
	Sample	4
	Instruments	5
	Limitations	5
III.	EVALUATION FINDINGS	6
	Implementation	6
	Program Development	6
	Video Recording	6
	Outcome	7
	Staff Development	7
	English Language Achievement	8
	Parental Involvement	9
	Perceptions of Program Effects	9
IV.	CONCLUSIONS AND RECOMMENDATIONS	12

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the New York State Education Department's (S.E.D.) Bureau of Bilingual Education funded program, E.S.L. Video Recording Project at Martin Luther King, Jr. High School. During the spring semester of 1988, the project completed its first and only semester of service to participating students. This program was intended to use student-produced videos to help 120 limited English proficient (LEP) students learn to speak, read, and write English. In addition to providing training in video production as part of the English as a Second Language (E.S.L.) instruction, the project provided staff development.

PARTICIPATING STUDENTS

The E.S.L. Video Recording Project served students whose native countries were in Central and South America, Asia, the Middle East, Africa, and the Pacific Islands. The amount of time they had spent in the United States ranged from six months to six years. All students were in the ninth through twelfth grades, were either in the school's bilingual or E.S.L. immersion program, and participated in the school's free-lunch program. Selected E.S.L. teachers chose which of their classes would participate.

DELIVERY OF SERVICES

The program provided staff development for teachers of participating students in various aspects of video production, a technical consultant from Rise & Shine Productions, and the materials and equipment necessary to create and develop the video recording project. Although the project proposal called for a February start-up, New York State did not disburse the funds it had allocated for the project until late March.

MATERIALS AND RESOURCES

The project's technical consultant came from Rise & Shine Productions, a professional video-production company; he provided staff development, and regularly visited the classes to coach the teachers and work directly with the students. He also held after-school workshops for students interested in participating in postproduction work. The project purchased and used video camcorders, video recorders, television sets, audiotape recorders, tripods, and the requisite audiotape, videotape, and batteries.

STAFF

The project director and one of Martin Luther King, Jr.'s E.S.L. teachers jointly coordinated the project. Both were paid on a per-session basis for their work after regular school hours. The coordinators selected four E.S.L. teachers from among those who had participated in staff training workshops on educational video. In addition, a Rise & Shine Productions

staff member acted as technical consultant for all four E.S.L. teachers.

The project director/coordinator was responsible for administration and overall supervision of the project. The other coordinator worked directly with the E.S.L. teachers and the Rise & Shine Productions consultant. The four E.S.L. teachers planned and implemented introductory classroom activities, supervised scriptwriting and rehearsals, and coordinated student participation in production and postproduction activities.

SETTING

Martin Luther King, Jr. High School is located in an upper-middle-class neighborhood on Manhattan's West Side. Most of its students commute from other parts of the city. In the spring of 1988, over 90 percent of the 2,800 students were members of minority groups, and approximately 850 (30 percent) were considered LEP. The school's dropout rate was 31 percent, a figure consistent with that of other high schools serving similar populations.

REPORT FORMAT

This report is organized as follows: Chapter II describes the evaluation methodology; Chapter III presents a description and analysis of the qualitative and quantitative findings of the evaluation; Chapter IV offers conclusions and recommendations based upon the results of the evaluation.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

The evaluation assessed two major areas: program implementation and outcomes. Evaluation questions included the following:

Process/Implementation

- On what bases did the program select students for participation?
- Did the project carry out any staff development activities?
- In what ways did the parents of participating students become involved in the project's activities?

Outcome

- Did students evidence growth in English language skills?
- Were participating E.S.L. classes successful in developing and recording videos?
- Did parents of participating students evidence a higher percentage of attendance on Open School Day than did parents of nonparticipating students?

EVALUATION PROCEDURES

Sample

An OREA field consultant observed the four participating E.S.L. classes. She interviewed both program coordinators, the four teachers whose classes were involved in the project, and the technical consultant from Rise & Shine.

Instruments

OREA developed an observation schedule to document the classroom environment and instructional activities. OREA also developed interview schedules which the field consultant used in her interviews of program personnel. While the program had intended to use the Criterion Referenced English Syntax Test (CREST), a reading test that provided reading grade levels, and a writing sample to be judged on a seven-point scale as pre/posttest measures, the late start-up of the program did not allow their use.

Limitations

Since no pretests were used, it was impossible to collect quantitative data that would assess the accomplishment of the instructional objectives. In addition, there were no quantitative data on parental involvement.

III. EVALUATION FINDINGS

The E.S.L. Video Recording Project at Martin Luther King, Jr. High School provided 120 LEP students with instruction in producing videos as part of their E.S.L. course of study. The project also provided staff development to professional staff involved in the program.

IMPLEMENTATION

Program Development

The impetus for the project came from several Martin Luther King, Jr. teachers who had recently participated in staff-training workshops on the educational uses of video. As a result of these sessions, the teachers realized that student-produced videos could be a powerful tool for teaching E.S.L. The project coordinators selected the four E.S.L. teachers who would participate in the project from among those who had been in the abovementioned staff training workshops on educational video. Each teacher then chose one of her/his classes to participate in the E.S.L. Video Recording Project. They used two criteria in their choice: level of proficiency in English (each class was supposed to be at a different level) and compatibility of schedule with that of the video consultant.

Video Recording

Each of the four classes served by the project chose a topic for a short video, wrote and rehearsed the script, and

participated in the production and postproduction process. Each class's E.S.L. teacher and the Rise & Shine staff member assisted with the effort. The teacher divided the class into groups of five to ten students. Each group was responsible for a different aspect of the project: writing, directing, taping, costumes, etc.

Students who were interested in postproduction work attended after-school workshops. Attendance in these workshops grew from three students at the beginning to ten students at the end of the project. Two students were planning to continue their work in video production by becoming summer interns for Rise & Shine Productions.

OUTCOME

Staff Development

- Eighty percent of participating E.S.L. teachers will be able to effectively use video equipment in the classroom, as demonstrated by successful production of class video projects.

Rise & Shine Productions gave a series of one-hour workshops to the coordinators and the four E.S.L. teachers. These workshops instructed teachers in various aspects of video program development and production techniques. In addition, the Rise & Shine staff member regularly visited all four classrooms to coach the teacher.

Videos. The completed projects ranged in length from eight to thirty minutes. Two classes based theirs on poems written by students, one class based its on a Native American

myth, and one class developed a news program. All four classes completed their video projects and the projects appeared to the evaluator to be of high quality. The E.S.L. Video Recording Project met its staff development objective.

English Language Achievement

- Eighty percent of participating LEP students will advance at least one level as measured by the Criterion Referenced English Syntax Test (CREST).
- Eighty percent of participating LEP students will advance at least one year on reading grade level.
- Eighty percent of participating LEP students will advance at least one level on a seven point writing evaluation scale.

The program's delayed start-up made it impossible to test participant students' speaking, reading, and writing skills. It was not possible to assess the accomplishment of these objectives.

While pretest/posttest data were not available, those working with the students did have opinions as to the increase of English language skills. The four E.S.L. teachers and the E.S.L. teacher/coordinator concurred that students' skills had improved in all three areas. One teacher observed that students who had used video to learn E.S.L. were more likely to correct their own and their fellow students' bad grammar than were those who had not. He believed the underlying reason for this difference was the greater psychological impact made by seeing as well as hearing oneself speak English.

Parental Involvement

- Parents of participating LEP students will become more involved in their child's education, as demonstrated by an attendance on Open School Day of 20 percent greater than parents of nonparticipating students.

Since the project began shortly before Open School Day, it could not accomplish this objective. However, the fact that parents helped construct props and permitted their children to attend after-school workshops and editing sessions indicated that they knew about, supported, and were involved in the project.

Perceptions of Program

From observations of the classes and by watching the story of the project on the Cable News Network (CNN), it became obvious that the students were enthusiastic about all aspects of the project. Attendance at the after-school workshop tripled, and two students who had become especially involved in the project, were selected to work with Rise & Shine as summer interns.

All four teachers described how beneficial the project had been to both themselves and the students. For example, they said that some students' grades in E.S.L. had shown great improvement, and their confidence and motivation in other subject areas had increased. One teacher noted that one of her most diffident students had worked harder than anyone else on her class project. The teachers agreed that the project had stimulated students' creativity and that some students had

become very involved in the technical aspects of video production. One teacher pointed out that using video had facilitated E.S.L. instruction because "with video you can make boring things exciting." He also said that teaching E.S.L. in a new and different way had been a very positive experience for him.

The four teachers noted that students' attendance had improved in content areas as well as in E.S.L. classes. They agree with the CNN commentator's view that "the E.S.L. Video Recording Project made the students think twice about quitting school."

Another of the project's positive aspects was that it created a context for students from different cultures to work together. Clearly, the desire to make the best possible production had created a strong sense of camaraderie among the students.

Although the teachers were unanimous in judging the project a success, they and the coordinators suggested ways to make it even more effective. For example, they recommended that the school purchase a video editing machine that would enable the students to have a marketable skill, as well as facilitate postproduction of the project's own videos. They also urged that the video class be increased from one to two periods per day, enabling students to participate in a wider range of video production activities. Having the video editing machine and attending an additional class daily would be the first steps in

offering students a video career component in their E.S.L. instruction.

IV. CONCLUSIONS AND RECOMMENDATIONS

Although quantitative data were lacking, the evaluator's observations and the positive opinions of project staff strongly indicate that using video to teach E.S.L. was a success at Martin Luther King, Jr. High School. The project helped participating students develop their competency in English, as was shown by their finding and correcting their grammatical errors. This may have been due to the psychological impact on students of seeing as well as hearing themselves speaking English. The project also appears to have improved students' motivation and creativity in content area subjects, and their attendance rate. The opportunity for students from many different countries to work together on a project seems to have broken down many of the cultural barriers that previously had divided them and improved their interpersonal skills. The motivation to have the best possible production had forged a bond among the students.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Pre- and posttest speaking, reading, and writing skills to make possible a comparison of student performance before and after project participation.
- Add a video career component, beginning with the addition of a second class period devoted to video production and, if funds permit, the acquisition of a video editing machine. This would provide students with a marketable skill as they learned English.